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nating results. The chapter on high-school tests is particularly emphatic in its warnings of the difficulties and even the likelihood of positive harm in the use of formal tests with studies which are essentially for content and appreciation and not in any real sense tool subjects.

The authors avow that their purpose is "not a critical evaluation of all available tests on different subjects." The very fact, however, that Drs. Wilson and Hoke are not themselves identified with any of the well-known tests or scales now on the market has left them free to discuss these and their several merits and deficiencies with great frankness. More than two-thirds of the book is devoted, as might be expected, to a discussion of tests for grade subjects. Beginning with a discussion of handwriting and spelling, which the authors recommend as starting-points for the individual teacher as they were for the testing movement in general, the succeeding chapters are devoted respectively to arithmetic, reading, composition, and drawing, with one more on history, geography, and language. Under each subject the principal tests are fully described and evaluated. Wherever possible, the text and accompanying instructions are published in full. Explicit suggestions are offered as to the best procedure in the selection, giving, and scoring of tests, and there is abundant advice on the interpretation of results. Discussion of remedial measures is, however, left as a rule to books on special methods in the subject concerned.

The chapter on high-school subjects, covering seventeen pages, reviews in a somewhat summary fashion the tests for use with these. The general tone is distinctly critical of most instruments now available for this purpose. However, as is pointed out, the line between high-school and grade subjects is much less clearly defined than formerly, with the result that many grade tests are now being used to excellent purpose in the diagnosis of high-school-student abilities. Scales in arithmetic, reading, writing, spelling, composition, and even history may be distinctly serviceable here.

Twenty-five pages are devoted to the measurement of general intelligence, affording a most valuable introduction to this subject for those who have not as yet had opportunity for a regular course therein. The final chapters are devoted to a clear and simple exposition of the elements of statistical method, with much concrete advice for the teacher in the use of standard tests.

The book is on the whole a comprehensive yet compact discussion of the leading tests in their present status, and will serve its purpose admirably in the hands of individual instructors or as a text for high-school and college training courses or teachers' study groups.

A plain story of life and mankind.—Something new in historical writing has recently appeared. It is called *The Outline of History*.¹ In it one finds the whole story in a continuous narration of life and mankind so far as it is

¹ H. G. WELLS, *The Outline of History*. New York: Macmillan Co., 1920. Vol. I, pp. xix+648. Vol. II, pp. x+678. \$10.50 set.

known today. In his brief introduction, Mr. Wells himself speaks of it as follows:

This *Outline of History* is an attempt to tell, truly and clearly, in one continuous narrative the whole story of life and mankind so far as it is known today. It is written plainly for the general reader, but its aim goes beyond its use as merely interesting reading matter. . . . The need for a common knowledge of the general facts of human history throughout the world has become very evident during the tragic happenings of the last few years. . . . There can be no peace now, we realize, but a common peace in all the world; no prosperity but a general prosperity. But there can be no common peace and prosperity without common historical ideas.

The content of the two volumes is so arranged that the reader can easily follow the trend of the narrative. The largest divisions are called books, of which there are nine. Each book is divided into chapters, and each chapter into sections, the names of the sections appearing only at the beginning of the chapters. Each section is a unified story within itself, yet forms an integral part of the larger story of the chapter. Likewise each chapter is a story within itself, forming at the same time a link in the story of the book. Each book has a definite unity and takes its place with perfect ease in the one big epical story which, in fact, the outline is.

It goes without saying that no writer could do what Mr. Wells has done without the assistance of scientists in almost every field of knowledge. The long list of the greatest present-day English historians and scientific writers found in the introduction, assures the reader that the accuracy of the work has been well guarded, Mr. Wells himself being individually responsible for the judgments, tone, and arrangement.

As a popularizer of history, Mr. Wells will in all probability take his place with Macaulay, Roosevelt, Parkman, and Prescott. As a story-teller, he certainly must be classed among the best. One hesitates, however, to accept his opinions and conclusions in the field of history, especially after reading the following from the *New York Tribune*:

Like Shaw, whom he so much resembles, Mr. Wells possesses extraordinary nimbleness of mind, is a word slinger of remarkable copiousness, and has an instinct which instructs him how to be plausible. He is amazingly brilliant, and the half-educated, imposed on by the grand sweep of his confident assertions, naturally salute him as a truly shining one. But when the fireworks sizzle out and his real message is scrutinized, there is evidence that he is but another of the long line of pseudo thinkers who leap to their fundamental conclusions and then defend them tooth and nail.

It should be remarked that the above was uttered in connection with some comments on what Mr. Wells recently wrote concerning the Bolshevik system and is not a commentary on his ability as a historical story writer. Knowing this, one does not approach his last chapter "The Unification of the World" with quite so much timidity and is tempted to agree with him when he says "The loyalties and allegiances of today are but provincial loyalties and allegiances. Our true State, this state that is already beginning, this state to

which every man owes his utmost political effort, must be now this nascent Federal World-State to which human necessities point. Our true God now is the God of all men. Nationalism as a God must follow the tribal gods to limbo. Our true nationality is mankind." Or when he comments as follows on the League of Nations in its present form: "The League is at present a mere partial league of governments and states. It emphasizes nationalities; it defers to sovereignty. What the world needs is not such a league of nations as this, nor even a mere league of peoples, but a *world-league of men*. The world perishes unless sovereignty is merged and nationality subordinated. And for that the minds of men must first be prepared by experience and knowledge and thought. The supreme task before men at the present time is political education."

The fact that this large and somewhat expensive work has been in the non-fiction list of best sellers at the book stores and in great demand at the public libraries for several weeks evidences the trend of public interest in the field of general literature. People want to read history. They crave the kind of history Mr. Wells portrays, and more especially is this true when the story is so attractively written as the one found in these two volumes. High-school history teachers and students will read the work with profit. In fact the two volumes, if the price were not prohibitive, would make excellent texts for a course in world or general history. They certainly come more nearly being world-history than any previous work in the field.

Democratizing the recitation.—An attractive one-hundred page booklet¹ by Dr. C. L. Robbins of the University of Iowa discusses the place of the socialized recitation, its possibilities and limitations, together with something of the technique in its use. A cursory examination will suffice to convince the hesitant that the recitation of Dr. Robbins' conception is capable of realization without the necessity of radical external changes or bizarre innovations in classroom method. It is indeed not far removed from the ideal class of most good teachers' dreams, the object being essentially that of directing into productive channels those social impulses and that spirit of solidarity too often manifested in the past only in the scholastic warfare of pupil group against teacher. As contrasted with the "intellectual sabotage" engendered by the monarchic administration of the ordinary recitation, the more democratic form may be expected to produce a genuine co-operation and a feeling of joint responsibility calculated to insure, not merely more rapid and thorough mastery of subject-matter, but an entire crop of social virtues in addition.

These aims in the way of character development and civic training are treated at considerable length, with many practical hints and accompanying warnings of the difficulties to be met and pitfalls to be avoided by the venture-some instructor. That all, for example, may be free to contribute to the

¹ C. L. ROBBINS, *The Socialized Recitation*. Boston: Allyn & Bacon, 1910. Pp. 100.